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TEACHER PERCEPTION OF PRINCIPALS' VIEWS ON VOCATIONAL EDUCATION.

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THE PRIMARY PURPOSES OF THE STUDY WERE--(1) TO DESCRIBE AND COMPARE TEACHERS' VIEWS AND THE TEACHERS' PERCEPTIONS OF THEIR PRINCIPALS' VIEWS TOWARD VOCATIONAL AGRICULTURE PROGRAMS, SUPERVISED PRACTICE PROGRAMS, AND VOCATIONAL EDUCATION GENERALLY, AND (2) TO DETERMINE IF THERE IS A RELATIONSHIP BETWEEN TEACHERS' ATTITUDES AND TEACHER ADOPTION OF A NEW CONCEPT OF SUPERVISED PRACTICE. DATA WERE OBTAINED THROUGH PERSONAL INTERVIEWS OF 47 NORTH CAROLINA TEACHERS OF VOCATIONAL AGRICULTURE. CONCLUSIONS WERE--(1) ATTITUDES OF TEACHERS WERE MORE POSITIVE TOWARD VOCATIONAL EDUCATION THAN THE VIEWS THEY PERCEIVED FOR THEIR PRINCIPALS, (2) VIEWPOINTS OF PRINCIPALS WERE SEEN BY TEACHERS AS VERY FAVORABLE TOWARD VOCATIONAL AGRICULTURE, SUPERVISED PRACTICE, AND VOCATIONAL EDUCATION GENERALLY, AND (3) THERE WAS NO EVIDENCE THAT THE DIFFERENCES IN TEACHER-PRINCIPAL VIEWPOINTS AS PERCEIVED BY THE TEACHERS WERE ASSOCIATED WITH THE LEVELS OF TEACHER ADOPTION OF THE NEW CONCEPT OF SUPERVISED PRACTICE. (FS)

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TEACHER PERCEPTION OF PRINCIPALS' VIEWS ON VOCATIONAL EDUCATION

Texton R. Miller

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Research Series No. 1
A report of research conducted by Texton R. Miller, Department of Agricultural Education, North Carolina State University, Raleigh. Publication and dissemination of research findings is in cooperation with the North Carolina Coordinating Unit in Occupational Education.

FOREWORD

The North Carolina Research Coordinating Unit in Occupational Education is pleased to publish and disseminate this significant research by Dr. Texton R. Miller, Associate Professor, Agricultural Education, North Carolina State University, Raleigh, North Carolina.

Special attention is called to the "Conclusions and Implications" section of this report beginning on page 19. Perhaps equally as important as actual viewpoints of administrators are teachers' perceptions of these viewpoints.

This publication and others to follow are a result of the partial fulfillment of the commitment of the North Carolina Research Coordinating Unit to:

(a) Stimulate research in occupational education.

(b) Identify problems for research.

(c) Develop a system by which national, state and local data may be organized and made available.

(d) Maintain communication between people who are working in occupational education and research workers.

(e) Assist in conducting training programs on activities involved in the research-action continuum.

(f) Provide consultant services in state, local and area research and developmental activities.

Joe R. Clary
Director

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1. Score Differences Held by Teachers Compared with their Principals on Viewpoints toward 34 Items on Vocational Education as Perceived by Random Sample of 465 Teachers, 1965 16

Teacher Perception of Principals' Views on Vocational Education

This is a study of what teachers of agriculture perceive to be the viewpoints of their principals toward vocational education. The importance of this study rests with the assumptions (1) that teacher-administrator teamwork is a crucial element in the development of an effective local program of vocational agriculture, and (2) that the degree of cooperation possible is affected by the knowledge, understanding, and appreciation of the goals and processes of vocational agriculture by each of these leadership figures. Thus a comparison of the attitudes of these persons toward vocational education generally, and vocational agriculture in particular, should have implications for teacher educators and supervisors as they design or evaluate programs of inservice education.

Although there are many studies of attitudes of teachers and administrators, there are no studies which attempt to measure these attitudes as the other person "sees" them. Attitudes have been measured primarily as self-images. The question in this study is: How does the <u>teacher</u> perceive the attitude of his principal? In other words, this study sought to identify the principal's projected image--as the teacher sees it. The importance of the principal's projected attitude rests on the basis that the teacher can only react to what he believes the principal's attitude to be and not to what the principal may feel to be his own true viewpoint.

The data for this report were obtained during an interview-study of teacher adoption of a new concept of supervised practice in vocational agriculture.[1] In this report the new data used consist of the principals' viewpoints, as seen by their teachers. In the analysis of data, however, it was necessary to utilize the teacher viewpoints previously reported in the basic study. In addition, data concerning teacher adoption level of the new concept of supervised practice were also drawn from the original report.

Method

The basic study was conducted through personal interviews by the researcher. A random representative sample of 465 teachers of agriculture was drawn. Using a table of random numbers, a 10 per cent sample was selected from the listing of teachers in the 1964-65 Directory for Agricultural Education. The sample was taken separately for each of the three recognized geographical regions of the state. A total of forty-seven teachers were interviewed and complete data were secured from all teachers.

The major approach in this study was twofold, the first being to compare the viewpoints of the teachers with the viewpoints of their respective principals, as these viewpoints are perceived by the teachers. The data were expected to provide evidence on the following questions:

1. Is there a difference between teachers' viewpoints and teachers' perceptions of their principals' viewpoints on

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Miller, T.R., Teacher Adoption of a New Concept of Supervised Practice in Agriculture, Educational Research Series No. 4, Dept. of Agricultural Education, Raleigh, N. C., 1965.

vocational education generally?

2. More specifically, is there a difference in viewpoints toward (a) vocational agriculture? (b) or other vocational education? (c) or supervised practice?
3. If there a difference by geographical region in a comparison of teacher-principal viewpoints, as defined in No. 2 above?

The second aspect of this study was to determine whether teacher adoption-level of the new concept of supervised practice was a function of congruency of teacher-principal attitude. In other words, was the factor of agreement, or disagreement of teacher-principal viewpoints toward vocational education correlated with the adoption level reached by the teacher on the new concept of supervised practice? This analysis should provide an indication of the influence of the principals' views (as perceived by teachers) upon the adoption of the new concept of supervised practice.

Definitions

Supervised Practice. This refers only to those learning activities of students of vocational agriculture which are extended beyond school hours in order to provide appropriate occupational experience within a realistic, lifelike, employment environment.

The New Concept of Supervised Practice. This refers to three major propositions used in the original study, namely: (1) Supervised practice may include activities within off-farm agricultural occupations as well as production farming. (2) Opportunity is provided at the school for appropriate supervised practice opportunities. (3) Opportunities are provided for supervised practice in each major learning area taught in the vocational agricultural courses.

Attitude or Viewpoint. These words are used interchangeably, and refer to the extent of agreement or disagreement with a selected list of statements concerning vocational education.

Principal's Attitude or Viewpoint. This always refers in this report to the teacher's perception of his principal's attitude, which may or may not be the principal's own perception of his attitude.

Instruments Developed

Special instruments were devised in the original study to (1) determine the levels of acceptance of the new concept of supervised practice and (2) to inventory attitudes of teachers and teachers' perception of their principals' viewpoints toward vocational education. Both instruments were reviewed by three former teachers of agriculture and underwent trial runs with two employed teachers of agriculture with only slight modifications being made.*

Hypotheses

Two major hypotheses were tested. Each is the subject of one section of the report.

1. There is no difference between teachers' views and teachers' perceptions of their principals' views toward vocational education as tested in the following areas:

   A. Vocational agriculture program specifically

   B. Supervised practice program specifically

   C. Overall vocational education program

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*Copies of instruments may be secured from the author for a small fee.

2. There is no difference in adoption level reached by teachers of agriculture on the new supervised practice concept as a function of teacher-principal congruence on overall viewpoints toward vocational education.

Presentation of Data - Section I

Comparison of Overall Attitudes

There was considerable difference in the viewpoints of the teachers on vocational education as compared to the viewpoints which these teachers ascribed to their principals. The data are presented in a series of tables showing differences based on (1) the attitude inventory as a whole, (2) each of three groupings of the inventory items (Vo Ag programs, "Other" Vo Education, and Supervised Practice), and (3) by selected individual items from the attitude inventory.

Considering the inventory as a whole, teachers saw themselves as more favorable to vocational education than they perceived their respective principals to be. This is shown in Table I which exhibits an overall average score of 4.14 by teachers for the 34 items on the inventory compared to the 3.82 perceived as their principals' average score.

Table I also presents a percentage distribution of teachers and principals along the five-point attitude scale. Here it is shown that 37% of teacher responses compared to 23% of principals' perceived views were categorized as "strongly agree". When the "SA" and "Agree" responses were grouped, there still remained a considerable margin (85% compared to 73%) indicating a more favorable viewpoint toward the inventory items by teachers than they perceived for their principals.

TABLE I

COMPARISON OF TEACHER-PRINCIPAL VIEWPOINTS TOWARD VOCATIONAL EDUCATION AS PERCEIVED BY RANDOM SAMPLE(1) OF 465 N. C. TEACHERS OF VOCATIONAL AGRICULTURE, 1965

	Percent of Responses by Scale(2) to 34 Items(3) on Vo Ed						
	SA	A	U	D	SD	Total	Ave. Score
**Teacher's Self Concept	37	48	7	7	1	100	4.14
**Teacher's Perception of Principal's Views	23	50	15	10	2	100	3.82

(1) Sample was 47 teachers; random representative of the 3 major geographical areas.

(2) Scale: SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree

(3) Average Score basis: SA=5; A=4; U=3; D=2; SD=1

(4) For those items of the inventory which were stated negatively, scale scores were reversed to provide comparable responses for computation purposes.

** Difference significant at .01 level (t=7.28; N-1=46)

The "t" test was used to determine that the differences found between views expressed by the teachers and teachers' perceptions of their principals' views were statistically significant at the .01 level.

It should be noted that despite the highly significant difference indicated above that the average score attributed to principals' views was very high. The fact that administrators in general could not be expected to be as specialized in vocational education as vocational teachers would seem to classify as "very high" the point that 73% of the principals' views were seen as favorable to vocational education. Perhaps even more important is the fact that only 12% of views attributed

to principals were rated as unfavorable (10% in "D", and 2% in "SD"). This generally favorable perception of principals' views by teachers is alluded to later in this report when the relationship of attitudes and teacher adoption of a new concept is discussed.

Comparison by Sub Areas of Attitude Inventory

The attitude inventory contained a total of 34 items, of which 11 items pertained to vocational agriculture, 12 items dealt with other vocational education, and 11 items related specifically to supervised practice. In all three sub-areas the differences in viewpoints between teachers and principals, as perceived by teachers, were statistically highly significant at the .01 level as determined by the "t" test.

Table II compares teacher views on vocational agriculture with views they perceived for their principals. Although teachers saw themselves more favorable to vocational agriculture, they did not indicate that their principals as a group viewed it unfavorably. This is shown by the low percentage (15 per cent) of the principals' views that were placed in "Disagree" or "SD" categories. In fact, teachers indicated that 68 per cent of principal responses were at least favorable to vocational agriculture. In general it would seem that teachers have given their principals credit for a very positive viewpoint toward vocational agriculture.

TABLE II

ON VOCATIONAL AGRICULTURE - A COMPARISON OF TEACHER-PRINCIPAL VIEWPOINTS AS PERCEIVED BY RANDOM SAMPLE OF 465 N. C. TEACHERS OF VOCATIONAL AGRICULTURE, 1965

	Percentage Responses by Scale to 11 Items						
	SA	A	U	D	SD	Total	Ave. Score
**Teacher's Self Concept	45	38	5	10	2	100	4.13
**Teacher's Perception of Principal's Views	24	44	17	12	3	100	3.74

**t=5.73, significant at .01 level

In Table III, there is a comparison of teacher-principal viewpoints toward vocational education other than vocational agriculture. Again the teachers rated themselves higher but expressed a very high rating for their principals' views. In this case teachers saw 82 per cent of the responses attributed to principals as being favorable. Only 8 per cent of the responses for principals were seen in the "disagree" categories.

TABLE III

ON OTHER VOCATIONAL EDUCATION - A COMPARISON OF TEACHER-PRINCIPAL VIEWPOINTS AS PERCEIVED BY RANDOM SAMPLE OF 465 N. C. TEACHERS OF VOCATIONAL AGRICULTURE, 1965

	Percentage Responses by Scale to 12 Items						
	SA	A	U	D	SD	Total	Ave. Score
**Teacher's Self Concept	38	53	5	3	1	100	4.24
**Teacher's Perception of Principal's Views	25	57	10	7	1	100	3.96

**t=6.58

The third sub-area, supervised practice is shown in Table IV. The teachers indicated an average score for themselves of 4.00 for each item. This is less than their average score of 4.14 and 4.24 in the other sub-areas. There is also a smaller percentage of "strongly agree" responses, 30 per cent, compared to 45 and 38 per cent in the first and second sub areas. Yet overall, the average score for both the teacher and for the principal was high. There were no responses in this sub-area which were classified as "strongly disagree," either for teachers' views or those attributed to their principals. Further, 82 per cent of the teachers' and 69 per cent of the principals' views were found in the categories of "agree or "strongly agree" for the eleven items surveyed.

TABLE IV

ON SUPERVISED PRACTICE - A COMPARISON OF TEACHER-PRINCIPAL VIEWPOINTS AS PERCEIVED BY RANDOM SAMPLE OF 465 N. C. TEACHERS OF VOCATIONAL AGRICULTURE, 1965

	Percentage Responses by Scale on 11 Items						
	SA	A	U	D	SD	Total	Ave. Score
**Teacher's Self Concept	30	52	10	8	--	100	4.00
**Teacher's Perception of Principal's Views	19	50	19	12	--	100	3.80

**t=6.69

All of the data comparing teacher view and principal view seem to add up to these two points:

(1) Attitudes of teachers were more positive toward vocational education than the views they perceived for their principals.

(2) Viewpoints of principals were seen by teachers as very favorable toward vocational education in all three aspects tested (vocational agriculture, supervised practice, "other" vocational education).

The Ten Attitude Inventory Items With Greatest Diversity of Reactions

Of the 34 items in the attitude inventory, ten items showed a teacher-principal difference of at least .5 out of the maximum possible difference of four points. The comparison in Table V shows teacher responses by items as compared with the responses they perceived for their principals. Four of these ten items were classified in the sub-group of supervised practice (items 4, 7, 10, 11), while five items (23, 27, 29, 30, 31) were included in the sub-group of "vocational agriculture."

The responses in "Item "4" indicate that less than half of the teachers felt confident that their principals would be helpful in gaining school land for use with supervised practice. However, it is somewhat encouraging to note that less than one-fourth of the teachers saw their principals actually opposing the item. Perhaps the "undecided" column is most revealing of teacher views. This column contained nearly 32 per cent of the responses submitted for principals. Even for themselves, nearly one-fourth of the teachers put their responses in the "undecided" score, thus revealing considerable reservation for the item. Nevertheless, over 70 per cent of the teachers did favor the No. 4 item, and very few (6.4 per cent) were inclined to disagree with it.

TABLE V

A COMPARISON OF TEACHER-PRINCIPAL VIEWPOINTS ON 10 SELECTED ITEMS ON VOCATIONAL EDUCATION AS PERCEIVED BY RANDOM SAMPLE OF 465 N. C. TEACHERS OF AGRICULTURE, 1965

ITEM	STATEMENT		% Response by Scale					Ave. Score
			SA	A	U	D	SD	
4.	The local school has a responsibility to encourage and assist teachers in providing land to be used when needed to supplement supervised practice opportunities.	T.	23.4	46.8	23.4	6.4	--	3.9
		P.	8.5	36.2	31.9	23.4	--	3.3

(Table V Continued on Page 13.)

"Item 7" offers the point that the major function of the high school is to prepare students for college. Nearly 96 per cent of the teachers rejected this view, and they saw only about 15 per cent of the principals accepting the view. The major difference on this question seems to be in the "strongly disagree" category in which nearly 62 per cent of the teachers were found, compared to only 36 per cent of the principals.

"Item 10" is actually questioning the need for any supervised practice. One would expect the strong opposing view from the teachers (98 per cent in this study). The difference in average score for teachers (4.4) versus that for principals (3.9) seems to be largely accountable from the 24 per cent of the principals listed in the "undecided" scale box. On an item so basic to vocational agriculture as supervised practice, it also seems quite important to note that 25 per cent of the school principals are not seen as supporters for this phase.

Some consideration should be given to "Item 11" which implies that college bound students need less supervised practice than other students. About 70 per cent of the teachers and 47 per cent of the principals disagreed with this viewpoint. The important point seems to be that nearly 30 per cent of the teachers and almost 53 per cent of the principals did not seem to disagree with this item. The fact that a student is bound for college could logically influence the kind of supervised practice needed but not likely the amount of supervised practice.

The item indicating the greatest disparity in teacher-principal viewpoints was No. 13, which in effect stated that college calibre students should be guided away from vocational subjects. As expected, teachers were strongly opposed to this viewpoint and had an average score of 4.3 out of a possible 5.0 (after scale is reversed to produce the positive score). But the principals were seen with an average score of 3.4, which was .9 of a point below the teachers. Over half of the principals were seen as undecided or agreeing with Item 13. It is quite apparent that teachers see a lack of support from principals for enrolling a representative group of the high school student body in any vocational course.

(Table V Continued from Page 11.)

ITEM	STATEMENT		% Response by Scale SA	A	U	D	SD	Ave. Score
7.	The major function of the high school should be that of preparing students for college entrance.	T.	--	2.1	2.1	34.1	61.7	4.6
		P.	4.3	10.6	2.1	46.8	36.2	4.0
10.	There are sufficient learning opportunities in shop and classroom during normal school hours to make unnecessary any supervised practice in Vo. Ag.	T.	----	----	2.1	57.5	40.4	4.4
		P.	----	2.1	23.4	53.2	21.3	3.9
11.	A college bound student may not need supervised practice as much as other students.	T.	----	14.9	14.9	48.9	21.3	3.8
		P.	2.1	27.9	23.4	31.9	14.9	3.3
13.	The secondary school should guide away from courses in vocational education those pupils believed capable of success in college.	T.	----	----	10.6	44.7	44.7	4.3
		P.	4.3	23.4	23.4	29.8	19.1	3.4

(Table V Continued on Page 14.)

In Item 23, the proposition is stated that funds for vocational agriculture should be shifted to other vocational programs. Teachers reported that about one-third of the principals seemed in favor of this statement in contrast to the opposing view submitted by more than 80 per cent of the teachers. The positive side is that nearly 64 per cent of the principals were seen as also opposing the statement.

In both Items 27 and 29, there is considerable difference in teacher vs. principal views, but it seems to be primarily a result of the very high score which teachers have made on both items rather than any low score attributed to the principals. The same pattern seems generally true for Item 30, dealing with the work load of the teacher.

Item 31, on the need for future agricultural graduates, also shows considerable difference in teacher-principal views, but both viewpoints are again at a high level of approval.

(Table V Continued from Page 13.)

ITEM	STATEMENT		%Response by Scale SA	A	U	D	SD	Ave. Score
23.	Vo Ag programs should be reduced in number so that vocational programs which are more needed can be financed.	T.	2.1	10.6	6.4	44.7	36.2	4.0
		P.	6.4	14.9	14.9	48.9	14.9	3.5
27.	The summer employment period of Vo Ag teachers is necessary for an effective local program of Agricultural Education.	T.	80.9	19.1	----	----	----	4.8
		P.	36.2	44.7	19.1	----	----	4.2
29.	Vo Ag provides a desirable background for boys expecting to seek further agricultural training in college.	T.	76.6	21.3	0	2.1	0	4.7
		P.	38.3	44.7	12.8	4.2	0	4.2
30.	The daily work load of Vo Ag teachers is less than that of other teachers.	T.	----	----	----	29.8	70.2	4.7
		P.	2.1	8.5	14.9	42.6	31.9	3.9
31.	Since the number of farm operators will probably decrease in the next few years, fewer Vo Ag graduates will be needed.	T.	0	4.2	6.4	46.8	42.6	4.3
		P.	0	14.9	21.3	46.8	17.0	3.7

Viewpoint Differences Between Regions

The differences in teacher-principal viewpoints, as perceived by the teacher, held equally well for all three geographical regions of the state. The "t" test of significance of the difference between the means was used to compare the two groups of overall viewpoints on vocational education. The Coastal Region differences were first compared with the Piedmont and the Mountain Regions and then the Piedmont

with the Mountain Region. In all three tests, no significant differences were found, indicating that geographical region was not related to the differences in teacher-principal viewpoints as reported in this study.

Differences Within Geographical Regions

There was great variation by individual school between teacher and principal viewpoints toward vocational education overall, as shown in Figure 1. A more concise summary of this variation is exhibited in Table VI which points out the range extremes of -4 and +38, or a net of 42 points. Although over half (55.4 per cent) of the cases were grouped within a range of 12 points, it should be noted that nearly one-third (31.9 per cent) of the situations showed a difference greater than 17 points. Thus it appears that much of the state wide difference in teacher-principal views can be attributed to differences found in approximately one-third of the schools.

TABLE VI

SCORE DIFFERENCES HELD BY TEACHERS COMPARED WITH THEIR PRINCIPALS ON VIEWPOINTS TOWARD 34 ITEMS ON VOCATIONAL EDUCATION AS PERCEIVED BY RANDOM SAMPLE OF 465 TEACHERS OF AGRICULTURE, 1965

Score Differences Grouped	Teachers		Cumulative	
	No.	Per Cent	No.	Per Cent
-4 to 0	7	15.0	7	15.0
+1 to 8	19	40.4	26	55.4
+9 to 16	6	12.7	32	68.1
+17 to 24	10	21.3	42	89.4
+25 up to 38	5	10.6	47	100.0
TOTALS	47	100.0	47	100.0

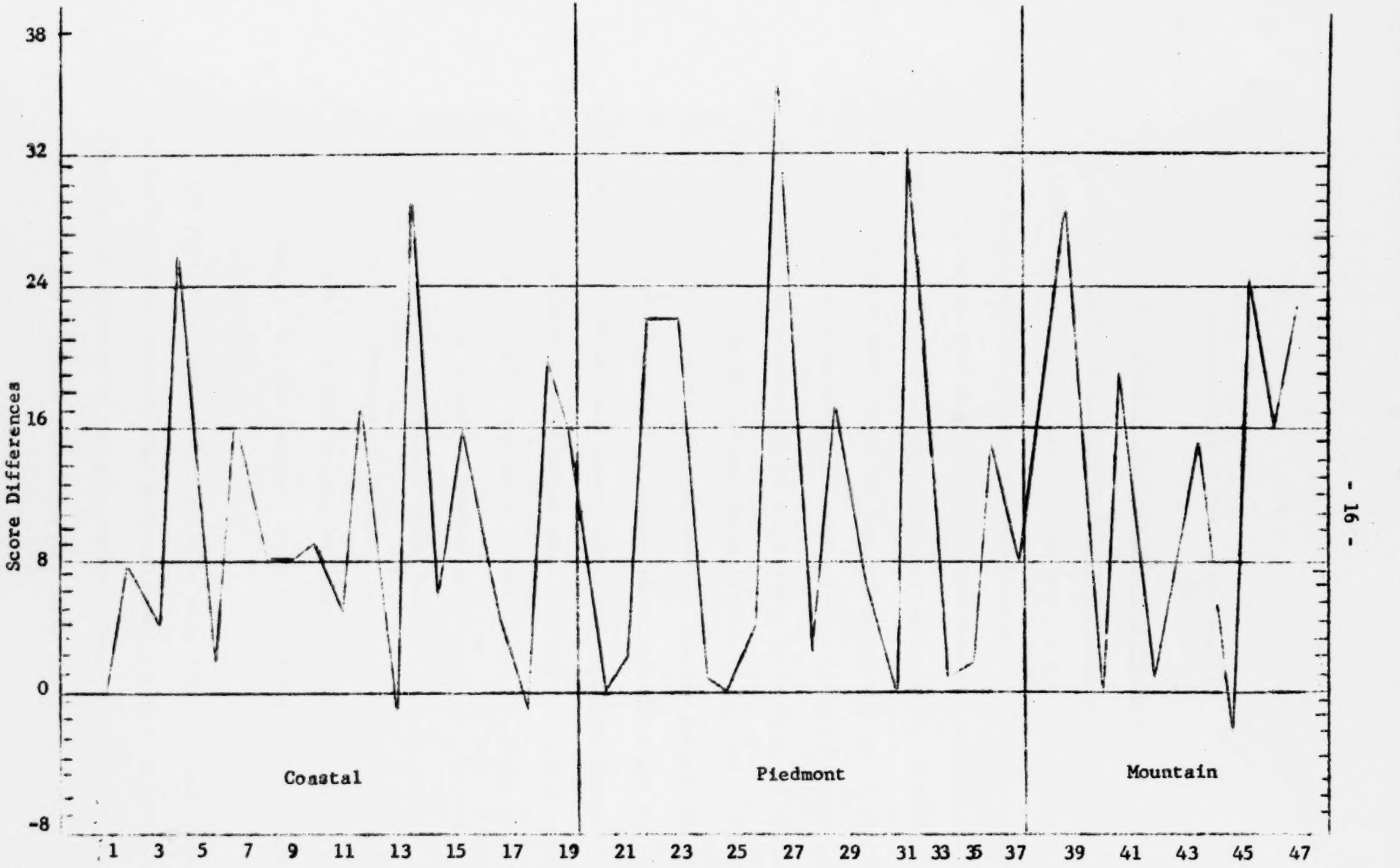

Figure 1. Score Differences Held by Teachers Compared with their Principals on Viewpoints toward 34 Items on Vocational Education as Perceived by Random Sample of 465 Teachers, 1965.

Presentation of Data - Section II

Relationship of Teacher-Principal Viewpoint Differences to Teacher Adoption of New Concept

Was teacher adoption level of the new concept of supervised practice a function of congruency of teacher-principal attitude? This study provided no evidence that the differences in teacher-principal viewpoints (as perceived by the teachers) were associated with the levels of teacher adoption of the new concept of supervised practice.

The Pearson product-moment coefficient of correlation was used to determine the relationship of attitudinal differences to teacher adoption level. The actual correlation figure of .02 was so small that one must say that teacher adoption level of the new concept was independent of teacher agreement or disagreement with the views they perceived for their principals toward vocational education overall.

The above lack of correlation seems contrary to logical expectations. Teacher-principal agreement on vocational education should have been helpful in promoting teacher adoption of the new concept of supervised practice. Likewise it could have been expected that teacher-principal disagreement on basic questions related to vocational education would have delayed or hindered teacher adoption of the new concept. Yet the evidence in this study does not indicate this relationship existed.

One positive viewpoint that could be seen from the above data is the indication by teachers that principals are not seen as adversely affecting the adoption of the new concept. This could be of considerable value to further adoption efforts by all those concerned.

Perhaps it should be noted here that at the time of this study a majority of teachers were in the "evaluation stages" of the adoption-level process. Only 17 per cent had achieved the upper two levels ("trial" or "adopted"). What correlation, if any, would be found when a majority of teachers have gained the upper adoption levels is still a moot question.

Summary of Data

The preceding presentation of data from this study may be summarized as follows:

1. On a state-wide basis, there was a considerable difference between teachers' expressed views and their perceptions of the viewpoints of their principals concerning 34 statements related to vocational education.
2. The above variations were statistically significant at the .01 level as determined by the "t" test of significance.
3. The difference in teacher-principal views was not significantly related to geographical region. State-wide differences held for each of the three regions.
4. Much of the state-wide differences in teacher-principal viewpoints could be attributed to the comparatively large differences perceived by approximately one-third of the teachers.
5. On ten of 24 attitudinal statements the average principal-teacher score difference amounted to .5 points or more out of a possible 4.0 points. Nevertheless, the average score assigned to principals' views was never below 3.3 on a 5 point scale. This is evidence that teachers generally, gave credit to

their principals for having an approving attitude toward vocational education.

6. There was no significant correlation between teacher-principal agreement (or disagreement) on attitudes toward vocational education and adoption level reached by teachers for a new concept of supervised practice.

Conclusions and Implications

This was a study of teacher-principal attitudes toward vocational education as these viewpoints were perceived by the teacher of agriculture for himself and his school principal. The primary purposes were to describe and compare the viewpoints of these two groups, and second, to determine whether there was a relationship of these attitudes to teacher adoption of a new concept of supervised practice.

It was concluded that despite the statistically significant differences between teacher viewpoints and the views they perceived for their principals, secondary school principals were seen to be favorable to vocational education, to vocational agriculture, and to supervised practice. Compared to a perfect average score of 5.0 for 34 items, the teachers averaged 4.14 and the principals were rated at 3.82. The fact that this study was based on <u>teacher perceptions</u>, rather than views as the principal saw himself, would seem to add value to the principals' scores. Statewide, there seems to be little question but that vocational education has the support of local school administrators.

Although the overall attitude of principals toward vocational education was seen by the teachers as favorable, there were four key items (No. 4, 11, 12, 23) which seem deserving of more attention in the

future because from 30 to 53 per cent of the administrators were seen as not supporting teacher viewpoints. These items related to (1) a school land laboratory - 30 per cent, (2) supervised practice for college-bound students in Vo Ag - 53 per cent, (3) guiding college-calibre students away from vocational courses - 51 per cent, and (4) gaining other vocational education at the expense of vocational agriculture - 36 per cent.

Finally, no relationship was found between the adoption level reached by teachers on the new concept of supervised practice, and the teacher-principal agreement (or disagreement) on viewpoints toward vocational education. It may be concluded that lack of congruency of teacher-principal attitudes was not a significant barrier to teachers in adopting the new supervised practice concept at least to the "evaluation" stage of adoption.

Implications

It is the opinion of the writer that the following future actions would be justified on the basis of this study.

For Teacher Education:

1. Preservice and inservice students should be made aware that vocational agriculture teachers generally are crediting their principals with a positive attitude toward vocational education, vocational agriculture, and supervised practice.
2. Preservice and inservice students should be provided the opportunity to develop understandings and appreciations for the philosophy underlying the ten key statements on which principals and teachers seem to see differently in this study.

For Supervision:

1. The results of this study should be given attention in their inservice group meetings and in their individual conferences with administrators as part of the effort to foster greater understanding and appreciation among administrators and teachers.
2. The results of this study should be of particular value to those teachers who have seen a wide gap in teacher-principal viewpoints and can now see themselves in relation to the majority.

For Research:

1. Additional studies should be conducted to find more evidence on the relationship between teacher-administrator viewpoints and teacher adoption of new concepts at the higher levels of adoption.
2. More attitude studies should be designed to measure attitudes as perceptions of "relevant others" rather than as self concepts of the study group involved.

For Teachers:

1. Teachers should utilize in conference with their principals, the viewpoint inventory included in this report as an aid in identifying those viewpoints toward vocational education which seem to require greater mutual understanding.
2. Teachers should utilize data from this study, showing the generally high regard of administrators for vocational education, as an aid in developing increased appreciation among teachers and guidance counselors of the purpose and process of vocational education.